


Development of Early Childhood Basic Movement Play Model (5-6 Years)

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Abstract: Because of the condition of limited gross motor learning, especially in basic movements based on the play method for children aged (5-6 years) is the main problem in this study. This study aims to develop a learning model for non-locomotor, locomotor and manipulative basic movements as an effort to improve basic movement skills in students and increase children's interest in doing basic movement activities. The type of research adapted is Research and Development (R&D). The subjects used for the small scale test amounted to 5 people, the large scale test was 20 people while the effectiveness test involved 25 of the students and educators at Al Amin Kindergarten. Martapura. Instruments for product assessment tests using questionnaires and questionnaires. Thus, this study provides evidence that the development of a 5-6 year old basic motion play model can be used continuously to improve the quality of motion of 5-6 year old students.

Keywords: Development, Basic Movement, Early childhood

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Introduction

Gross motor skills are often displayed by children during play, these movements include throwing, catching,

kicking, kicking, two-handed and one-handed attacks, bouncing balls, running, jumping, dodging, and vertical jumping. (Amini, 2019) Games are a form of fun activity that reflects the reality of acquiring knowledge. Therefore, games are very suitable for children. Apart from having fun, children can also deepen their experience and knowledge by playing. (Sistiarini, 2021)

Play is an important and fun thing for children that can affect the growth and development of a child. As the opinion (Ardini, 2018) play is a child's right that has an important and essential value during childhood and is a very important activity in the development of his personality. Playing for children is not just filling time but a medium for children to learn which is useful for increasing positive values for the development of all aspects of themselves. Aprilianti et al. (2023) modify the basic motion-based big ball game with a play approach in order to develop basic movement skills and be developed as a guide for sports teachers and learning with game concepts (Verawati, 2021). Basic movement is a repetitive movement that is carried out continuously from habit and makes movement the basis of experience so that their movements become good (Sepulveda et al., 2017).

These gross motor skills are often displayed by children during play, these movements include throwing, catching, kicking, kicking, two-handed and one-handed attacks, bouncing balls, running, jumping, dodging, and vertical jumping. (Fahrudin, 2020). Games are a form of fun activity that reflects the reality of acquiring knowledge. Therefore, games are very suitable for children. Apart from having fun, children can also deepen their experience and knowledge by playing. (Eberle, 2016)

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Basic movement for early childhood learners is one of the activities to develop the ability to move from one place to another. Body movement. According to (Gallahue, 2017) there are three groups of fundamental movements, namely: a) locomotor movements b) non-locomotor movements c) manipulative movements that are useful for fostering and improving the development activities of the ability to endure the movements of early childhood learners, then the key must have the characteristics of learning while playing. (Gallahue, Developmental physical education for all children., 2007)

Modification of basic movements can be done in various ways using equipment such as: low goals, tires, bamboo slats and small balls, which are arranged in such a way, both distance, series, formation, and height or width. (Tovey, 2009) Jospiah revealed that the modification approach with the play method can make the material in the curriculum can be presented in accordance with the stages of cognitive, affective, and psychomotor development of children. (Jospiah, 2017).

The ability to maintain one's balance under various circumstances is recognized as one of the foundations of motor skills. (Ilie, 2017). Learning motion is strongly influenced by various models of training forms, experience factors, or learning condition situations in human motion (Mustafa P. S., 2020). Motion learning is very important because it is useful for teachers and coaches in carrying out their profession, especially in terms of making training programs, selecting training strategies, and the situations and conditions of athletes that need to be considered. (Sahabuddin, 2020).

The effectiveness of flower circuit games on the development of gross physical motor of group B children. The scope of this study was about gross motor skills that included elements of physical fitness such as strength, accuracy, agility and balance. (Haryanti, 2019).

This research focuses on the problem of developing a basic motion play model that is completely new and given to early childhood (5-6 years), where the problem of the basic motion play model that the author examines is non-locomotor, locomotor and manipulative movements. The development of basic movement skills must be learned and practiced in a structured learning environment sequentially based on the sequence of children's motor development.

In addition, the results of this study also serve as an evaluation to obtain a new basic motion play model that will be applied by early childhood (5-6 years). This development study explores how basic movement problems that are divided into 3 groups, namely non-locomotor, locomotor and manipulative, are resolved in the renewal of the concept of play. So that in the end conclusions can be drawn regarding solutions to create a play model for early childhood (5-6 years). This study is also a reference for further researchers to develop the latest play methods, especially non-locomotor, locomotor and manipulative basic movements for children aged 5-6 years.

Research Problem

The research problem of this study is formulated into these questions:

- (1) What is the basic movement play model for children aged 5-6 years?
- (2) What is the response of 5-6 year old children who are also students and children who take part in extracurricular activities?

Method

This study uses borg and garll research which aims to design new products and then systematically tested in the field, evaluated and refined until they meet specific criteria, namely effectiveness, quality and meet standards. The sample is 20 early childhood (5-6 years) who are in Group B. The instruments used are: 1) Observation Sheet, 2) Questionnaire. This research was conducted for one month at Al Amin Kindergarten Martapura South Kalimantan.

Results

From the observations of educators and early childhood (5-6 years), it was found that educators in the regions and both educators in urban areas still have not found new innovations in teaching gross motor according to the curriculum, especially in basic motion learning (non-locomotor, locomotor and manipulative). This means that educators know the importance of basic movement play activities to increase children's willingness to learn gross motor. Below are the results of researchers' observations of early childhood educators (5-6 years).

No.	Indicator	The Result of Observation			
		1 (25)	2 (25)	3 (25)	4 (25)
1	Educator has certificate/License on Gross Motor				
2	Educators understand the importance of practicing basic movements in early childhood (5-6 years)	✓			
3	Educators have a structured program for early childhood (5-6 years)	✓			
4	Educators provide material and demonstrate basic movements with enthusiasm during learning according to RPPH / RPPM	✓			
5	The play model used varies				

Results from Observation

No.	Indicator	The Result of observation			
		1 (25)	2 (25)	3 (25)	4 (25)
1	Coach has a Coach License/Certificate	✓	✓		
2	Coaches understand the importance of training speed in high school athletes	✓			
3	The coach has a regular training program for his athletes	✓			
4	The coach provides speed training material that encourages athletes in training	✓			
5	The training model used is not monotonous	✓			

Figure 1. Observation Results

Discussion and Conclusion

The questionnaire was given to 5 educators. There were five questions given to the educators which aimed to find out the educators' opinions regarding the basic movement play model. The researcher has made an instrument to collect information:

No	Questions	Yes	No	Responses
1	Does the educator convey and demonstrate at the beginning of the lesson related to gross motor learning with the concept of play?		✓	It was observed that there was no delivery at the opening of the lesson
2	Does the educator introduce some parts of gross motor such as basic movements?	✓		Educators only introduce the form of movement that will be done later to students
3	Does the form of basic movement given make learners happy and active?	✓		Some students are still not active to move if the percentage is only 60%.
4	Does the educator stimulate the form/model of learning that will be done first?	✓		It was observed that from 13 students or (70%) responding as seen from the activeness of students when making observations in the field.
5	Are educators creative in developing basic movement forms using tools/media?		✓	It was observed that educators are still unable to develop movements in gross motor with a specific purpose.

From the results of observations and observations of data based on questionnaires given to educators and students of early childhood (5-6 years), researchers can draw the conclusion that basic movements such as locomotor, non-locomotor and manipulative movements provided at Al Amin Martapura Kindergarten have not fully met the needs of students, students feel that basic movements are boring. Educators also feel that they are still not creative in developing play media that will be carried out by students in basic movements, educators argue that the learning model in gross motor basic movements with the play method has not fully attracted the enthusiasm of students during learning activities and learning activities related to gross motor still bellum routinely programmed. Therefore, there needs to be a routine exercise and learning program to be carried out by students so that the enthusiasm of students during learning activities increases so that the basic movements of students increase and create golden time for students at the age of 5-6 years.

Notes

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